



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2009
Code: 11291337
SAU: Perry School Department
School: Perry Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2009

Grade: 5

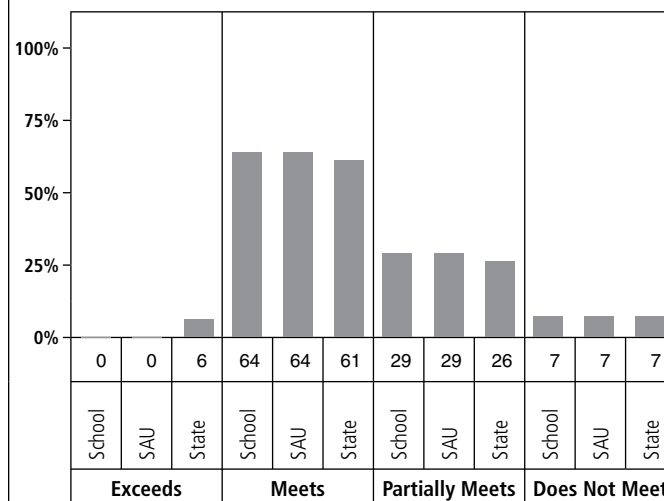
SAU: Perry School Department

School: Perry Elementary School

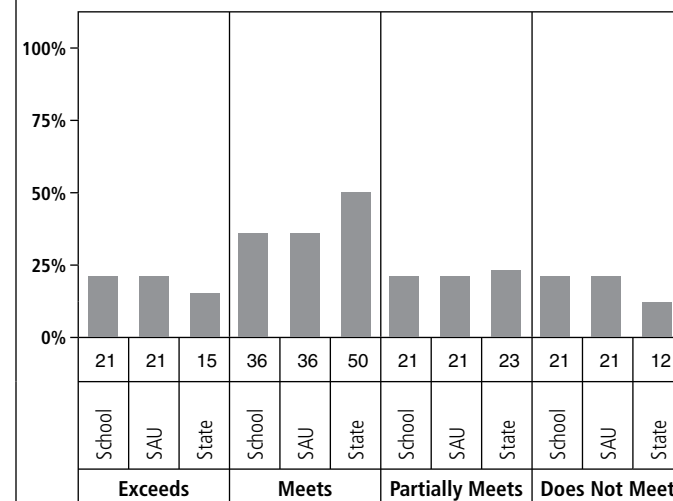
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	543	543	544
2007–2008	538	538	545
2008–2009	544	544	546
Cum. Avg.*	542	542	545
Mathematics			
2006–2007	545	545	546
2007–2008	546	546	546
2008–2009	546	546	547
Cum. Avg.*	546	546	546
Science			
2008–2009 **	542	542	543

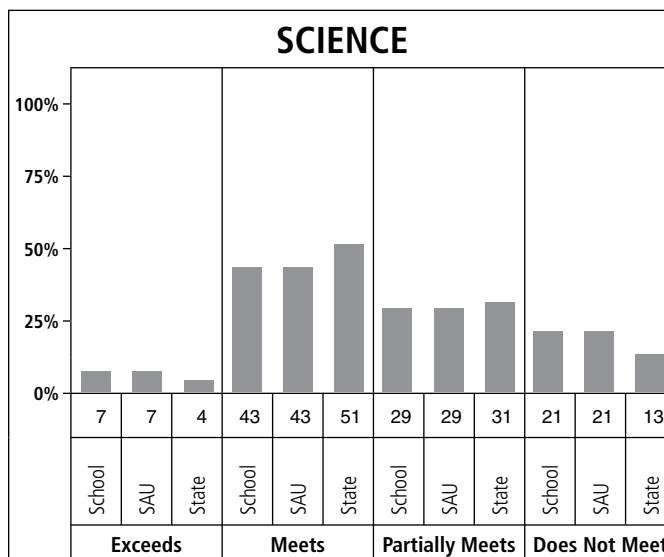
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
 Grade: 5
 SAU: Perry School Department
 School: Perry Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
	n		n		n		n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Total number of students	14	100	14	100	14212	100	14	100	14	100	14135	100	14	100	14	100	14144	100	14	100	14	100	14137	100
Ethnicity African American/Black	2	14	2	14	397	3	2	100	2	100	388	98	2	100	2	100	393	99	2	100	2	100	389	98
American Indian or Native Alaskan	3	21	3	21	110	1	3	100	3	100	110	100	3	100	3	100	110	100	3	100	3	100	110	100
Asian or Pacific Islander	0	0	0	0	259	2	0	0	0	0	253	98	0	0	0	0	258	100	0	0	0	0	257	99
Hispanic	0	0	0	0	175	1	0	0	0	0	172	99	0	0	0	0	172	99	0	0	0	0	173	99
Caucasian/White	9	64	9	64	13271	93	9	100	9	100	13212	100	9	100	9	100	13211	100	9	100	9	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	3	21	3	21	2479	17	3	100	3	100	2454	100	3	100	3	100	2455	100	3	100	3	100	2451	99
Current LEP	0	0	0	0	374	3	0	0	0	0	359	96	0	0	0	0	370	99	0	0	0	0	366	98
Economically disadvantaged	6	43	6	43	5848	41	6	100	6	100	5815	100	6	100	6	100	5819	100	6	100	6	100	5812	100
Migrant	1	7	1	7	8	0	1	100	1	100	8	100	1	100	1	100	8	100	1	100	1	100	8	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Participation without accommodations	13	93	13	93	10849	76	13	93	13	93	10872	76	13	93	13	93	10976	77
Identified disability (PET/IEP)	2	15	2	15	298	3	2	15	2	15	307	3	2	15	2	15	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	0	0	0	0	123	1	0	0	0	0	121	1	0	0	0	0	126	1
Participation with accommodations	1	7	1	7	3122	22	1	7	1	7	3124	22	1	7	1	7	3019	21
Identified disability (PET/IEP)	1	100	1	100	1992	64	1	100	1	100	2000	64	1	100	1	100	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	0	0	0	0	907	29	0	0	0	0	886	28	0	0	0	0	826	27
Participation through alternate assessment (PAAP)	0	0	0	0	164	1	0	0	0	0	148	1	0	0	0	0	142	1
Identified disability (PET/IEP)	0	0	0	0	164	100	0	0	0	0	148	100	0	0	0	0	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
Non-participation – other	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 5
SAU: Perry School Department
School: Perry Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	0	0	0	0	702	5
	2007-2008	0	0	0	0	659	5
	2008-2009	0	0	0	0	836	6
	Cum. Total*	0	0	0	0	2197	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	5	50	5	50	7730	55
	2007-2008	4	31	4	31	8195	58
	2008-2009	9	64	9	64	8495	61
	Cum. Total*	18	49	18	49	24420	58
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	5	50	5	50	4182	30
	2007-2008	6	46	6	46	3800	27
	2008-2009	4	29	4	29	3667	26
	Cum. Total*	15	41	15	41	11649	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	0	0	0	0	1419	10
	2007-2008	3	23	3	23	1362	10
	2008-2009	1	7	1	7	973	7
	Cum. Total*	4	11	4	11	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	29.8	62.1	29.8	62.1	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	14.8	61.7	14.8	61.7	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	15.0	62.5	15.0	62.5	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: Perry School Department
 School: Perry Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	14	0	0	9	64	4	29	1	7	544	14	0	64	29	7	544	13971	6	61	26	7	546
Ethnicity																						
African American/Black	2										2						381	2	44	31	23	540
American Indian or Native Alaskan	3										3						110	0	48	38	14	541
Asian or Pacific Islander	0										0						252	11	58	21	11	547
Hispanic	0										0						166	4	54	32	10	543
Caucasian/White	9	0	0	5	56	3	33	1	11	544	9	0	56	33	11	544	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	3										3						2290	0	29	47	23	537
No	11	0	0	7	64	3	27	1	9	545	11	0	64	27	9	545	11681	7	67	22	4	548
Current LEP																						
Yes	0										0						354	1	35	34	30	538
No	14	0	0	9	64	4	29	1	7	544	14	0	64	29	7	544	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	6	0	0	2	33	3	50	1	17	540	6	0	33	50	17	540	5716	2	51	35	12	542
No	8	0	0	7	88	1	13	0	0	548	8	0	88	13	0	548	8255	9	67	20	4	548
Migrant																						
Yes	1										1						8	0	38	25	38	538
No	13	0	0	9	69	4	31	0	0	546	13	0	69	31	0	546	13963	6	61	26	7	546
Gender																						
Female	6	0	0	4	67	2	33	0	0	546	6	0	67	33	0	546	6882	8	62	24	6	547
Male	8	0	0	5	63	2	25	1	13	543	8	0	63	25	13	543	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										2						1914	1	41	44	14	540
No	12	0	0	8	67	3	25	1	8	545	12	0	67	25	8	545	12057	7	64	23	6	547
Gifted/talented program																						
Yes	2										2						450	26	72	2	0	557
No	12	0	0	7	58	4	33	1	8	542	12	0	58	33	8	542	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: Perry School Department

School: Perry Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						4	2	40	34	24	540
B. less than one hour	43	0	0	3	50	3	50	0	0	545	43	0	50	50	0	545	70	6	63	26	6	546
C. one to two hours	50	0	0	6	86	0	0	1	14	545	50	0	86	0	14	545	24	7	61	26	6	546
D. more than two hours	7	0	0	0	0	1	100	0	0	532	7	0	0	100	0	532	2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	14	0	0	1	50	1	50	0	0	546	14	0	50	50	0	546	36	10	67	18	5	549
B. good	79	0	0	7	64	3	27	1	9	544	79	0	64	27	9	544	47	5	62	27	6	546
C. fair	7	0	0	1	100	0	0	0	0	544	7	0	100	0	0	544	15	2	47	40	12	541
D. poor	0										0						2	0	30	46	24	537
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	21	0	0	3	100	0	0	0	0	549	21	0	100	0	0	549	31	9	65	20	5	548
B. They match some of what I have learned.	64	0	0	4	44	4	44	1	11	542	64	0	44	44	11	542	55	5	63	27	5	546
C. They match just a little of what I have learned.	14	0	0	2	100	0	0	0	0	547	14	0	100	0	0	547	10	3	45	38	14	542
D. There is no match.	0										0						3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	14	0	0	2	100	0	0	0	0	544	14	0	100	0	0	544	16	3	49	32	15	542
B. about the same as my regular schoolwork	43	0	0	4	67	1	17	1	17	543	43	0	67	17	17	543	64	7	63	25	5	547
C. easier than my regular schoolwork	43	0	0	3	50	3	50	0	0	546	43	0	50	50	0	546	20	5	62	26	7	546
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	14	0	0	2	100	0	0	0	0	548	14	0	100	0	0	548	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	43	0	0	4	67	1	17	1	17	542	43	0	67	17	17	542	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	43	0	0	3	50	3	50	0	0	545	43	0	50	50	0	545	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	21	0	0	2	67	1	33	0	0	549	21	0	67	33	0	549	20	10	64	21	5	548
B. 20 minutes to an hour	36	0	0	4	80	1	20	0	0	546	36	0	80	20	0	546	56	7	65	24	5	547
C. less than 20 minutes	0										0						10	3	52	33	12	543
D. I rarely read at home.	43	0	0	3	50	2	33	1	17	540	43	0	50	33	17	540	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	64	0	0	6	67	2	22	1	11	543	64	0	67	22	11	543	25	3	53	33	11	543
B. six to ten pages	14	0	0	2	100	0	0	0	0	554	14	0	100	0	0	554	26	6	61	26	7	546
C. eleven or more pages	21	0	0	1	33	2	67	0	0	540	21	0	33	67	0	540	49	8	65	23	5	547
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 5
SAU: Perry School Department
School: Perry Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	0	0	0	0	1711	12
	2007-2008	1	8	1	8	1617	12
	2008-2009	3	21	3	21	2119	15
	Cum. Total*	4	11	4	11	5447	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	7	70	7	70	6778	48
	2007-2008	9	69	9	69	7284	52
	2008-2009	5	36	5	36	7046	50
	Cum. Total*	21	57	21	57	21108	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	3	30	3	30	3884	28
	2007-2008	2	15	2	15	3341	24
	2008-2009	3	21	3	21	3193	23
	Cum. Total*	8	22	8	22	10418	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	0	0	0	0	1683	12
	2007-2008	1	8	1	8	1778	13
	2008-2009	3	21	3	21	1638	12
	Cum. Total*	4	11	4	11	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	24.9	51.9	24.9	51.9	25.5	53.1
A. Number	18	38	10.3	57.2	10.3	57.2	9.8	54.4
B. Data	10	21	4.9	49.0	4.9	49.0	5.2	52.0
C. Geometry	10	21	4.4	44.0	4.4	44.0	4.7	47.0
D. Algebra	10	21	5.2	52.0	5.2	52.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: Perry School Department
 School: Perry Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	14	3	21	5	36	3	21	3	21	546	14	21	36	21	21	546	13996	15	50	23	12	547
Ethnicity																						
African American/Black	2										2						385	6	35	28	30	537
American Indian or Native Alaskan	3										3						110	5	42	34	20	540
Asian or Pacific Islander	0										0						257	19	50	20	12	548
Hispanic	0										0						166	9	43	31	17	543
Caucasian/White	9	1	11	4	44	2	22	2	22	542	9	11	44	22	22	542	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	3										3						2307	3	32	32	33	536
No	11	2	18	4	36	3	27	2	18	545	11	18	36	27	18	545	11689	17	54	21	8	549
Current LEP																						
Yes	0										0						365	5	33	30	32	536
No	14	3	21	5	36	3	21	3	21	546	14	21	36	21	21	546	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	6	0	0	1	17	3	50	2	33	535	6	0	17	50	33	535	5731	7	46	29	18	542
No	8	3	38	4	50	0	0	1	13	554	8	38	50	0	13	554	8265	21	53	19	7	550
Migrant																						
Yes	1										1						8	0	38	50	13	540
No	13	3	23	5	38	2	15	3	23	547	13	23	38	15	23	547	13988	15	50	23	12	547
Gender																						
Female	6	0	0	4	67	0	0	2	33	542	6	0	67	0	33	542	6889	14	51	23	12	546
Male	8	3	38	1	13	3	38	1	13	549	8	38	13	38	13	549	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										2						1918	3	39	36	22	539
No	12	3	25	5	42	1	8	3	25	547	12	25	42	8	25	547	12078	17	52	21	10	548
Gifted/talented program																						
Yes	2										2						450	64	34	2	0	564
No	12	2	17	4	33	3	25	3	25	543	12	17	33	25	25	543	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: Perry School Department

School: Perry Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						4	8	38	26	28	539
B. less than one hour	43	0	0	3	50	1	17	2	33	541	43	0	50	17	33	541	70	15	52	23	10	547
C. one to two hours	50	3	43	2	29	2	29	0	0	553	50	43	29	29	0	553	24	15	51	23	11	547
D. more than two hours	7	0	0	0	0	0	0	1	100	522	7	0	0	0	100	522	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	14	2	100	0	0	0	0	0	0	569	14	100	0	0	0	569	34	28	50	14	8	552
B. good	57	1	13	5	63	0	0	2	25	546	57	13	63	0	25	546	45	11	54	24	10	546
C. fair	29	0	0	0	0	3	75	1	25	534	29	0	0	75	25	534	18	3	45	33	19	540
D. poor	0										0						3	1	29	41	29	535
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	21	1	33	0	0	0	0	2	67	539	21	33	0	0	67	539	38	22	52	19	7	550
B. They match some of what I have learned.	64	2	22	3	33	3	33	1	11	548	64	22	33	33	11	548	48	12	53	24	11	546
C. They match just a little of what I have learned.	14	0	0	2	100	0	0	0	0	546	14	0	100	0	0	546	11	6	40	30	24	540
D. There is no match.	0										0						3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	14	0	0	2	100	0	0	0	0	549	14	0	100	0	0	549	17	7	42	30	21	540
B. about the same as my regular schoolwork	50	1	14	1	14	3	43	2	29	539	50	14	14	43	29	539	64	15	53	23	10	547
C. easier than my regular schoolwork	36	2	40	2	40	0	0	1	20	553	36	40	40	0	20	553	19	24	49	17	10	550
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	14	0	0	1	50	0	0	1	50	537	14	0	50	0	50	537	7	6	39	27	27	539
B. 30–45 minutes	29	1	25	2	50	0	0	1	25	548	29	25	50	0	25	548	28	9	49	28	15	544
C. 45–60 minutes	50	2	29	1	14	3	43	1	14	545	50	29	14	43	14	545	41	17	53	21	9	548
D. more than 60 minutes	7	0	0	1	100	0	0	0	0	560	7	0	100	0	0	560	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	0										0						6	14	43	24	20	543
B. two or three days a week	21	0	0	1	33	1	33	1	33	535	21	0	33	33	33	535	24	17	52	21	10	548
C. two or three times each month	43	1	17	2	33	2	33	1	17	546	43	17	33	33	17	546	33	17	52	21	9	548
D. never or almost never	36	2	40	2	40	0	0	1	20	551	36	40	40	0	20	551	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	36	1	20	2	40	1	20	1	20	542	36	20	40	20	20	542	23	13	47	26	15	545
B. two or three days a week	0										0						31	17	52	21	10	548
C. two or three times each month	57	2	25	3	38	2	25	1	13	550	57	25	38	25	13	550	27	17	52	21	10	548
D. never or almost never	7	0	0	0	0	0	0	1	100	526	7	0	0	0	100	526	20	12	50	24	14	545
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

SCIENCE RESULTS

Test Date: March 2009
Grade: 5
SAU: Perry School Department
School: Perry Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	1	7	1	7	626	4
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	6	43	6	43	7187	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	4	29	4	29	4364	31
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	3	21	3	21	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	48	100	28.3	59.0	28.3	59.0	29.2	60.8
D. The Physical Setting	24	50	12.1	50.4	12.1	50.4	12.9	53.8
E. The Living Environment	24	50	16.2	67.5	16.2	67.5	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: Perry School Department
School: Perry Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	14	1	7	6	43	4	29	3	21	542	14	7	43	29	21	542	13995	4	51	31	13	543
Ethnicity																						
African American/Black	2										2						382	2	31	32	35	535
American Indian or Native Alaskan	3										3						110	3	36	35	26	538
Asian or Pacific Islander	0										0						256	5	51	27	17	542
Hispanic	0										0						167	1	40	37	22	539
Caucasian/White	9	0	0	4	44	3	33	2	22	539	9	0	44	33	22	539	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	3										3						2309	2	29	39	29	536
No	11	1	9	4	36	3	27	3	27	542	11	9	36	27	27	542	11686	5	56	30	10	545
Current LEP																						
Yes	0										0						361	1	23	32	44	533
No	14	1	7	6	43	4	29	3	21	542	14	7	43	29	21	542	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	6	0	0	0	0	4	67	2	33	532	6	0	0	67	33	532	5729	2	42	37	20	539
No	8	1	13	6	75	0	0	1	13	550	8	13	75	0	13	550	8266	6	58	27	8	546
Migrant																						
Yes	1										1						8	0	25	13	63	530
No	13	1	8	6	46	4	31	2	15	544	13	8	46	31	15	544	13987	4	51	31	13	543
Gender																						
Female	6	0	0	3	50	1	17	2	33	539	6	0	50	17	33	539	6886	4	49	33	14	542
Male	8	1	13	3	38	3	38	1	13	545	8	13	38	38	13	545	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										2						1917	1	31	41	28	536
No	12	1	8	6	50	2	17	3	25	544	12	8	50	17	25	544	12078	5	55	30	11	544
Gifted/talented program																						
Yes	2										2						450	25	72	2	1	557
No	12	0	0	5	42	4	33	3	25	538	12	0	42	33	25	538	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: Perry School Department

School: Perry Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						4	2	37	35	25	538
B. less than one hour	43	0	0	3	50	2	33	1	17	540	43	0	50	33	17	540	70	4	53	31	12	544
C. one to two hours	50	1	14	3	43	2	29	1	14	548	50	14	43	29	14	548	24	5	51	31	12	544
D. more than two hours	7	0	0	0	0	0	0	1	100	518	7	0	0	0	100	518	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	29	1	25	1	25	1	25	1	25	548	29	25	25	25	25	548	26	7	56	26	11	545
B. good	36	0	0	2	40	1	20	2	40	538	36	0	40	20	40	538	53	4	53	31	11	544
C. fair	29	0	0	2	50	2	50	0	0	543	29	0	50	50	0	543	18	2	41	39	17	540
D. poor	7	0	0	1	100	0	0	0	0	542	7	0	100	0	0	542	3	1	33	36	30	536
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	43	1	17	3	50	1	17	1	17	548	43	17	50	17	17	548	23	5	56	28	11	544
B. They match some of what I have learned.	36	0	0	1	20	2	40	2	40	535	36	0	20	40	40	535	48	5	52	31	12	544
C. They match just a little of what I have learned.	21	0	0	2	67	1	33	0	0	543	21	0	67	33	0	543	23	4	49	33	14	543
D. There is no match.	0										0						6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	21	0	0	3	100	0	0	0	0	545	21	0	100	0	0	545	23	5	48	31	16	543
B. about the same as my regular schoolwork	57	0	0	2	25	3	38	3	38	535	57	0	25	38	38	535	58	4	52	32	12	543
C. easier than my regular schoolwork	21	1	33	1	33	1	33	0	0	558	21	33	33	33	0	558	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	43	0	0	3	50	0	0	3	50	534	43	0	50	0	50	534	33	5	51	31	14	543
B. a few times a week	57	1	13	3	38	4	50	0	0	549	57	13	38	50	0	549	45	4	52	32	11	544
C. once a week	0										0						8	4	50	30	16	542
D. a few times a month	0										0						15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	93	1	8	6	46	4	31	2	15	544	93	8	46	31	15	544	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	7	0	0	0	0	0	0	1	100	526	7	0	0	0	100	526	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	0										0						27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	0										0						21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	14	0	0	1	50	1	50	0	0	547	14	0	50	50	0	547	47	4	51	32	12	543
B. a few times a month	36	0	0	2	40	1	20	2	40	534	36	0	40	20	40	534	27	5	54	30	11	544
C. once a month	7	0	0	0	0	1	100	0	0	540	7	0	0	100	0	540	10	5	49	30	15	543
D. never or almost never	43	1	17	3	50	1	17	1	17	548	43	17	50	17	17	548	15	3	48	32	16	542
How often do you use observations and data to support your idea about science?																						
A. a few times a week	43	0	0	1	17	3	50	2	33	532	43	0	17	50	33	532	46	4	52	32	12	543
B. a few times a month	7	0	0	1	100	0	0	0	0	554	7	0	100	0	0	554	28	5	53	30	12	544
C. once a month	14	0	0	2	100	0	0	0	0	555	14	0	100	0	0	555	11	4	47	34	15	542
D. never or almost never	36	1	20	2	40	1	20	1	20	547	36	20	40	20	20	547	15	4	50	30	16	542
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number